



TRADESWOMEN AUSTRALIA
WORKPLACE DIVERSITY
PROJECT

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PROJECT OVERVIEW EXECUTIVE SUMMARY

Tradeswomen Australia (TWA) undertook a Workplace Diversity Project proudly funded by WorkSafe WorkWell Mental health Improvement Fund in the Automotive industry to drive improved mental health and well-being and reduce preventable injury with particular attention to young workers (apprentices) and front-line workers. The WDP Project provides direction to the participants with prevention-orientated, long-term change strategies designed to improve mental health and well-being through diversity and inclusion.

Project name Workplace Diversity Project - Victorian Automotive Industry

Organisation Tradeswomen Australia

Person who completed report Dr Tanya Paterson

Final Report - accuracy confirmed by Janet Cribbes (CEO)

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Over the past 20 years, the engagement of diverse groups within the automotive industry in Australia has been disproportionately lower than in other industries. According to the NCVER, only around 3 percent of automotive technicians were women. Current perceptions across a range of stakeholders, the lack of understanding of work-related factors, and a deeply embedded culture are all critical barriers preventing diversity and inclusion in the workplace.

When reviewing work-related factors, it is important to be mindful of how they interlink with workplace diversity. A diverse and inclusive workforce requires strong communication, support for change, successful change management and positive workplace relationships.

The project looked for a link between diversity and mental health and well-being. Understanding employee differences allowed automotive workplaces to develop workplace solutions and cultures that reflected the individual needs of all employees. An inclusive culture where employees feel respected, supported, and appreciated will remove barriers to diversity and reduce the risk of work-related stress, which may lead to physical injury and mental injury.

TOOLBOX TALKS

The toolbox talks mirrored the training modules that supervisors undertook. Through education and training, workplace leaders were equipped with the skills and knowledge to be able to include mental health and wellbeing in safety inductions and toolbox talks. The more conversation and awareness there is regarding mental safety in the workplace, the more normalised seeking help will become. This was a particularly good opportunity for employers to invest in apprentices and show them how they are going to be supported throughout their employment. Apprentices are more vulnerable in the workplace to experiences of psychological distress.



PROJECT OVERVIEW EXECUTIVE SUMMARY CONT'

Through this project, employers could further develop their safety measures to prioritise psychological safety alongside physical safety and, in turn, show their employees that they care about their mental well-being in the workplace.

Participants of the Toolbox talk undertook pulse surveys, through a QR code available to workers on posters in lunchrooms and other accessible places.

The 1,183 surveys demonstrated that after undertaking diversity and inclusion training, workers did feel improved mental health and wellness. The survey data revealed:

- Continued high levels of workplace care, support, framework implementation and communication
- Continued high levels of equal treatment by management
- Continued high levels of workplace culture
- Continued high levels of worker satisfaction and/or happiness at the workplace
- Low levels of poor workplace behaviour linked to a lack of inclusion.

SUPERVISOR MENTORING

The Supervisor Mentoring Program provided leaders with the tools and advice to manage diverse workers, build an inclusive environment, as well as manage the mental health and well-being of workers.

The topics covered included:

- Workplace well-being: What is it and how does it impact productivity?
- How to support the mental health and well-being of young apprentices.
- Mature Aged Apprentices: How can we support them and their mental well-being?
- Inductions & Psychological Safety in the Workplace.
- How do Diverse & Inclusive Workplaces contribute to improved mental health and well-being?
- Workplace culture and its impact on attraction & retention.
- How do I recruit diverse tradespeople?
- Workplace Leaders: The Champions of Change

The project resources have enabled managers, supervisors, and business owners to assess their risks and employees' exposure to work-related factors impacting mental health, then put in controls to create cultures where all staff is provided with a safe and supportive workplace. The participants in the project have become change leaders in their industry and will drive the initiative beyond the project.

PROJECT OVERVIEW EXECUTIVE SUMMARY CONT'

Partnering organisations demonstrated:

- A more inclusive culture
- Increased employment of women
- Improved knowledge of mental health and strategies to look after employees.

Increasing the diversity within a workplace has been shown to increase productivity, decrease preventable injury, increase the mental health and well-being of staff, and increase retention. Good mental health supports people to thrive in their life, work, and relationships with others.



PROJECT PARTICIPATION

Research Indicator	Project Reach #'s	Supporting Comments
Number of participating workplaces	168	The KPI for the project was to have 100 sign ups. However, we reached well over that with 168 organisations willing to take part in the project. We found an increase in attrition due to COVID19. Some organisations had multiple sites (for instance, one with 28 sites) therefore when withdrawing from the project, impacted the reduction in participating workplaces significantly.
Total number of employees who directly participated	1183	Completed Pulse surveys
Reach of project	4000 (E)	4,000 Individuals had some connection to the project.
Total number of project partners	100 (E)	We had a range of project partners from academic, education and industry professionals such as workplace psychologists, workplace partners and co-design.
Number of leaders who engaged in the project	111 (E)	This includes leaders whom, undertook the modules, attended Supervisory Mentoring Training, attended round tables and delivered Toolbox talks.
Which vulnerable population/s did you reach through the project?	1183	Young people (apprentices). Frontline workers. 1183 pulse surveys were undertaken by apprentices and frontline workers.
+ Workers in industries in transition.		Women in non-traditional trades. There was an increase in the employment of women in the automotive industry.

PROJECT REACH

WHAT CHALLENGES (IF ANY) DID YOU HAVE IN REACHING THE VULNERABLE POPULATION GROUP/S IDENTIFIED IN YOUR APPLICATION?

The greatest challenges in reaching young and frontline workers at the beginning of the project was COVID.

The Automotive industry have faced significant issues from COVID and its aftermath. The industry faced consolidation and shrinkage as stability, capacity, product availability and profitability and the impact of the withdrawal of Government support flowed through to their performance.

The automobile industry was impacted by a real shortage of computer chips used in the manufacture of modern cars due to one of the two producing factories being burnt down. This caused significant delays in delivery of new vehicles and subsequent price increase in used cars. These industry dynamics resulted in challenges reaching young people and front-line workers.

The Project delivery was planned with personal attendance and mentoring. Lockdowns impacted TWA's ability to conduct personal sessions.

However, in the end, the project reach was better than imagined with 4,000 individuals being influenced by the project and 1,183 pulse surveys completed. Young people and frontline workers participated in numbers larger than expected.

The strategy to deal with access issues in COVID Melbourne was putting all learning and resources online. A full suite of online learning was provided to supervisors and managers through TWA's Learning Management System (LMS). Supervisors Mentoring Sessions and Round Tables were also conducted virtually.



KEY EVALUATION QUESTIONS **APPROPRIATENESS**

TO WHAT EXTENT WAS THE DESIGN OF THE PROJECT APPROPRIATE FOR PREVENTING MENTAL INJURY AND ILLNESS AND PROMOTING, MENTAL HEALTH AND WELLBEING?

- Does understanding diversity and inclusion improve the culture of an organisation?
- Does providing diversity and inclusion training change the culture of a workplace by:
 - 1.increasing productivity?
 - 2.decreasing preventable injury?
 - 3.increasing mental health and wellbeing of staff?
 - 4.increasing retention?
- Does undertaking the Workplace Diversity Project:
 - 1.increase the employment of women?
 - 2.increase reporting of harassment and bullying?
 - 3.increase the wellbeing of the workplace environment (measured through pulse survey)?
 - 4.improve and strengthened policies and procedures?
 - 5.clearly communicate mental health support services.
 - 6.put structures in place to support supervisors?

TO WHAT EXTENT DID THE PROJECT ACHIEVE/NOT ACHIEVE THE TARGET OUTCOME(S)? PLEASE DETAIL THE REASONS FOR THIS.

The Workplace Diversity Project has been developed to support automotive businesses in the development and implementation of policies, workplace resources, and support material to create an environment that embraces diversity and inclusion through their recruitment, employee support, and workplace practices that embrace diversity, equality and create environments where all employees thrive.

This project was designed to target specific population groups of young and frontline workers. The project was structured to provide employers and workplaces with resources that could be implemented to create an environment that embraces diversity and inclusion through recruitment, employee support, and workplace practices.





KEY EVALUATION QUESTIONS **APPROPRIATENESS** (CONT')

Resources found in the Workplace Diversity modules and the Supervisor mentoring sessions have enabled managers, supervisors and business owners to assess their risks and employees' exposure to work-related factors impacting mental health. Increasing the diversity within a workplace has increased productivity, decreased preventable injury, increased the mental health and wellbeing of staff and increased retention. This is evidenced in the Pulse Surveys where staff self-reported an increase in mental health and wellbeing, an increase in policies and procedures regarding diversity, inclusion, and mental health and wellbeing, an increase in the education around their rights as an employee and processes around bullying and harassment, an increase in feelings of equal treatment to employees by management, enhanced workplace culture and an increase in confidence when it comes to an understanding of the organisations values, and how to show them on a daily basis.

We had a Porche as a participating organisation who increased from one woman in the workshop to three. With policies now in place they are continuing to actively recruit both qualified women and women apprentices.

There was an instance where an employee in one of the participating organisations reported the experience of bullying and harassment. The organisation was able to deal with it effectively as they now had a framework in place for the project and were able to follow a code of conduct and prevent further issues from arising.

The Pulse Surveys themselves found staff self-reporting an improvement in their mental health and wellbeing throughout the project.

KEY EVALUATION QUESTIONS **EFFECTIVENESS**

TO WHAT EXTENT WAS THE DESIGN OF THE PROJECT APPROPRIATE FOR PREVENTING MENTAL INJURY AND ILLNESS AND PROMOTING, MENTAL HEALTH AND WELLBEING?

Did participation in the pulse surveys provide information on workers mental health and wellbeing in order to identify and measure any issues?

The following questions were asked in the pulse surveys. 1,183 pulse surveys were collected.

1. This workplace cares about the physical and mental wellbeing of its employees.
2. Policies and procedures regarding diversity, inclusion, and mental health and wellbeing have been clearly communicated to me in my workplace.
3. My workplace has advised whom to report to, and my rights as an employee, if I am harassed, bullied or discriminated against in the workplace.
4. In our workplace, people are treated poorly for being perceived as different.
5. Management in my workplace treats all employees equally.
6. am satisfied with the overall quality of my working life.

Did participation in the supervisor's mentoring sessions provide support to managers in promoting mental health and wellbeing?

1. Did the Toolbox talks identify, measure and monitor workplace mental health and wellbeing in young and front-line workers?
2. If you provide leaders with knowledge in mental health and wellbeing, does it flow down to the workers?
3. Does diversity and inclusive training increase the employment of women?

Pulse Surveys - Monitoring

The pulse surveys provided extensive information to organisations about how workers felt about their workplace. Organisations had access to analytic dashboards where they were able to view changes in survey responses and track improvement based on demographic data. This information highlighted if there were problems in a range of issues across age groups.





KEY EVALUATION QUESTIONS **EFFECTIVENESS**

Supervisors Mentoring Sessions - Support, Monitor and measure.

These sessions discussed key issues and topics on how diversity and inclusion improve mental health and wellbeing for frontline workers. The purpose of these session was to equip the organisations to improve the mental health and the culture of their workplaces.

Provide supervisor mentoring in mental health - Support, identify, measure.

Support workplace health and wellbeing by providing managers and supervisors with the knowledge gained in the Mental Health and Wellbeing module. This module has been effective as evidenced by the appointment of mental health first aid officers in at least three of the participating workplaces. Supervisors have also self-reported having more confidence in their conversations with the Workplace Diversity Project Officers.

Identify and Support Example

In one of the organisations there had been evidence of bullying between 3rd and 1st year apprentices in an online forum.

Upon being notified of the issue, the senior manager was able to quickly and seamlessly resolve the matter due to the WDP training. The Toolbox meetings were instrumental in managing these issues. Workers were reminded of acceptable behaviour.

TO WHAT EXTENT HAS THE PROJECT SUPPORTED WORKPLACES TO INCREASE CAPACITY AND WILLINGNESS TO PREVENT MENTAL INJURY AND ILLNESS, AND PROMOTE MENTAL HEALTH AND WELLBEING?

1. The purpose of the project is to provide direction in the advancement of a prevention-oriented long term change strategy focused on increasing psychological safety. Has Diversity and Inclusion training achieved this?
2. Has capacity been increased in the participating organisations?

Increased capacity

The project has supported workplaces to increase capacity to prevent mental injury. A KPMG study has placed the employee turnover rate at car dealerships in excess of 40%. Within the organisations who undertook the Diversity and Inclusion training the turnover rate is reported at an average of 12%. Well below the industry standard (40%) According to KPMG, losing one employee costs an automotive firm \$65,000. The low turnover in participating organisations equals a considerable saving.

The project has focused on creating system-level change by increasing the awareness and understanding of bias and perceptions which are in place through a range of workplace resources. Capacity was always built within organisation through attendance at Supervisor Mentoring sessions. Through feedback from organisations, the evaluation team observed the system's level change. More women employed, more mental health support offices appointed and more discussions between management and workers.



KEY EVALUATION QUESTIONS **EFFECTIVENESS**

TO WHAT EXTENT HAS THE PROJECT RESULTED IN POSITIVE CULTURE CHANGES AND CREATING SUPPORTIVE ENVIRONMENTS FOR WORKERS? (PLEASE PROVIDE EVIDENCE OR OBSERVATIONS OF SYSTEMS CHANGE INCLUDING PRACTICES, POLICIES AND CULTURE CHANGE)

Does undertaking modules in;

- 1.Policies and Procedures
- 2.Mental Health and Wellbeing
- 3.Strategies for Leaders
- 4.Leadership Engagement.
- 5.Workplace Strategies for Leaders.
- 6.Engaging Employees.
- 7.Diversity Initiatives.
- 8.Inclusion Initiatives.

... result in positive culture changes and supportive environments for workers? Does undertaking Supervisor Mentoring sessions result in positive cultural change?

There has been positive cultural change in all the organisations that undertook the training.

Example: Ventura Bus

A tangible success that has been witnessed in the project is the development of a centralised repository for all Policies and Procedures at Ventura Bus. The policy template provided in the training, is being used as a benchmark with which to review and update Ventura's existing policies, as well as to develop new ones. Workers now know where all the policies and procedure are kept. This leads to transparency and organisational justice thus providing a supportive environment.

Positive cultural change in Recruitment

After the participating leaders undertook the training there has been a change in recruitment strategies. According to several organisations anecdotal feedback there has been a small increase in the employment of women. This trend will continue.

Case Study: Porsche (VIC)

"It is important to state that we have gone from no female staff in our workshop to 1 female apprentice in 2021 to 2 female apprentices in 2022. We have also recently employed a female technician who has started in the business in July, bringing our total female staff in the workshop to 3 which is a great achievement."



KEY EVALUATION QUESTIONS **EFFECTIVENESS**

PLEASE DETAIL ANY BARRIERS EXPERIENCED IN CREATING SYSTEMS-LEVEL CHANGE THROUGHOUT THE PROJECT. WERE YOU ABLE TO EFFECTIVELY OVERCOME THESE BARRIERS AND IF SO, HOW?

The biggest barrier to creating system-level change was COVID-19. The virus played havoc on automotive organisations' capacity and resources. When lockdowns were in place the community did not use vehicles to their normal extent that the industry would plan for and expect. This was reflected in our engagement with our organisations.

The Project delivery was planned with personal attendance and mentoring. Lockdowns impacted our ability to conduct personal sessions. A new strategy was needed. After lock down lifted the Workplace Diversity Officers and Project Manager were able to meet face-to-face with all participating organisation main contacts. These meetings allowed the better establishment of relationships and clarity around the project activities. There was universal support for the way in which the content could be delivered in Toolbox meetings and the actual format and length of the topics.

Content and Learning Management System (LMS) - Due to the continuance of lockdown, all material were put online.

A complete refresh of the look-and-feel of the content was completed resulting in a less cluttered and better online user experience.

Employee Pulse Survey Tool - To overcome the barrier of COVID the distribution of the survey was done via a QR code which was available on posters in such areas as lunchrooms, poster boards, etc., and via Toolbox meetings.

Flexibility and adaptability were crucial to support the different requirements of different organisations. We needed to be able to fit into the systems and the processes of our organisations. The effectiveness of the project is evidenced in many of the organisations wanting to undertake the training again, as a refresher and to reach new staff.

*There was a 10% increase in mental health and wellbeing in the workplace
and a 10% increase in the understanding of diversity and inclusion,
Pulse Surveys*

KEY EVALUATION QUESTIONS EFFICIENCY

TO WHAT EXTENT HAS THE PROJECT BEEN CONSIDERED TO OFFER VALUE FOR MONEY (E.G. INPUTS VS OUTPUTS)?

1. Has the project offered value for money?
2. How many individuals have known about the project?
3. What does this mean for workers?

We have been able to use the project information to deliver workshops in TAFE's as well as replicate the foundation of the workshops for other states such as Tasmania. Currently we have 15 organisations committed to the program in Tasmania.

We are also working with the construction sector where a large focus is being positioned to deliver these workshops to assist in the rollout of the Building Equality Policy (BEP.)

The above instances act as a vote of confidence that we can replicate the material from the WorkWell program to drive value for money to other industries.

WHAT HAS BEEN THE CONTRIBUTION OF THE PROJECT TO RETURN ON INVESTMENT (ROI)?

1. Can the project be replicated?
2. Has the project added to the knowledge base around mental health and wellness for workers?

The project could be easily replicated in other industry sectors, either where there is a gender bias in the workplace, or where there are other elements of diversity that could be tested, for example, age, race, disability. Participants and employers have become better informed about mental health and better equipped to use this knowledge in future, in the current workplace, or as they transition to new workplaces over time.

ROI analysis has not been conducted; however, there is predicted future return on investment based on 10% increase in mental health and wellbeing in the workplace and a 10% increase in the understanding of diversity and inclusion, (pulse surveys). According to WorkWell (Mid-Way) Emerging outcomes this means:

- Fewer mental injuries
- Improved worker mental wellbeing
- Higher productivity and reduced costs for business.

A psychological safe workplace leads to reduced staff turnover meaning a saving of \$65k per employee for an automotive business quote KPMG.





KEY EVALUATION QUESTIONS EFFICIENCY

REFLECTING ON YOUR MILESTONES AND DELIVERABLES, TO WHAT EXTENT WAS THE PROJECT IMPLEMENTED AS INTENDED. IF NOT, WHY NOT? (E.G. PROJECT SCALE, WORKING WITH PARTNERS, DELIVERING ON TIME)

1. Was the Workplace Diversity Project implemented as expected?

100% compliance of milestone due dates.

TO WHAT EXTENT HAS THE PROJECT BEEN WELL GOVERNED AND WELL MANAGED? (E.G. PROJECT GOVERNANCE STRUCTURE AND EFFICIENCY)

1. How was the project governed?

The Workplace Diversity Project was extensively governed. The project had a Steering Committee of industry partners, the TWA board of directors, a monthly meeting with WorkSafe, a quarterly review of risk assessment, quarterly reports to WorkWell and a monthly review of financial forecasting.

One of the participants noted:

"With our workplace becoming more stable, more inclusive and generally more positive, I feel less people will leave saving us so much money. This would certainly impact our bottom line in a positive way."

KEY EVALUATION QUESTIONS **IMPACT**

WHAT WERE THE KEY FACTORS THAT SUPPORTED OR PREVENTED CHANGE IN PARTICIPATING WORKPLACES?

1. Does a clear understanding of workplace culture facilitate change in the participating workplace?
2. Does undertaking the Workplace Diversity Project facilitate change?

Allowing participants and employers the opportunity to consider and to reflect upon workplace culture as a concept is a starting point. Further conversations, making tools available and providing support was also required to ensure that positive change had transpired. The results demonstrate that change has been effected through employers supporting the Workplace Diversity Project.

TO WHAT EXTENT DID THE PROJECT ACHIEVE/ NOT ACHIEVE THE TARGET OUTCOME(S)? PLEASE DETAIL THE REASONS FOR THIS.

Workplace culture changed to create workplaces that support diversity and therefore create an environment that consider mental health and wellbeing a priority.

Through using the data mined from the:

1. WWI Survey
2. VicHealth Partnership Analysis Tool
3. WorkWell quarterly progress reports
4. Social Network Analysis
5. WorkWell annual reports,

... the following changes were gained:

- 10% increase in mental health and wellbeing in the workplace
- 10% increase in understanding of diversity and inclusion in the workplace

Through this project we were able to:

- Establish workplace leaders who are willing to champion change.
- Disciplining supervisors and creating value to supervisors so that they are engaged and act on the project, such as delivering toolbox talks.
- Support provided to ensure that workplace supervisors and leaders stay engaged.
- Policies put in the place that are relevant to the area of focus for the workplace.



KEY EVALUATION QUESTIONS **PREVENTION FOCUSED**

Work-related factor	OHS outcomes and evidence	HR outcomes and evidence	HP outcomes and evidence
<p>High and low job demands</p>	<p>Through the Toolbox talks, which are part of the project, workers have the opportunity to discuss issues that affect them including high and low job demands. Checking and monitoring workloads is essential for maintaining positive workplace health and wellbeing</p>	<p>Managers and Supervisors are trained in many aspects of mental health and wellbeing, enabling more equitable work allocation. Appointment of mental health and wellness officers at many of the workplace organisations.</p>	<p>Participating in Toolbox talks equips workers discuss issues that might concern them or others, including high or low job demands. It enables workers to take more control over their situations. This is especially important for young workers. In the pulse surveys, in most organisations, young people felt that their organisation cared about their mental health and wellbeing. For example, Cox Auto scored 9 and 10s on the pulse survey questions, demonstrating the workers felt supported and included.</p>
<p>Low job control</p>	<p>Young workers often feel low job control. The Toolbox talks have not only been a way of imparting knowledge but to hear concerns.</p>	<p>Equip supervisors with skills and tools to become workplace diversity champions of change. Additional training was provided to supervisors around the needs of young workers. This training focused on creating an environment where young people can speak up.</p>	<p>Build healthy internal policies and procedures that addresses any issues around low job control</p>

KEY EVALUATION QUESTIONS **PREVENTION FOCUSED**

Work-related factor	OHS outcomes and evidence	HR outcomes and evidence	HP outcomes and evidence
Poor support	Supporting workplace leaders and supervisors in the organisation was key to success for this program. Specific mental health units were important for the supervisors and front-line staff to prevent mental injury and as a result reduce attrition. The Supervisor Mentoring Sessions along with constant check ins and debriefing provided a lot of support from our Workplace Diversity Project Officers to workplace supervisors which maintained engagement particularly during the challenges of overcoming COVID-19 barriers.	Engaging with business owners in the development of the resources - Provision of ongoing coaching and support through the implementation of the resources - Working with industry experts and leaders to further convey the benefits of diversity in the workplace. Providing support to supervisors in understanding psychological harm and psychological safety through the training and the supervisory mentor VN [1] [VN[1]]More related to HR I feel, as it is related to management and supervising practices?	Through knowledge and training: Create a supportive environment. Develop personal skills both in supervisors and workers.
Poor workplace relationships	Policies and Procedures module. The pulse surveys have indicated where there are issues in workplace relationships.	Policies and Procedures module. Leaders have access to the analytic dashboard so they can manage poor workplace relationships. Changing recruitment strategies for healthier workplaces.	Taking on the information from the survey responses to create a more supportive environment and strengthen a sense of community.
Low role clarity	By having strong policies and procedures in place, all workers should be able to access information about their roles.	Supporting supervisors in understanding the role of workplace culture and staff satisfaction.	Building health policies is crucial in addressing low role clarity
Poor organisational change management	Change was achievable when leadership and management were involved, could see the value and as a result persevered. Commitment by leadership to see the program rolled out effectively. Staff taking part in the roll out and engaging with their senior leadership regarding the project.	The project equipped supervisors with skills and tools to become workplace diversity champions of change through supervisory mentoring workshops. Creating leaders to guide teams through periods of change.	Through the undertaking of the modules, leaders developed personal skills in change management.

KEY EVALUATION QUESTIONS **PREVENTION FOCUSED**

Work-related factor	OHS outcomes and evidence	HR outcomes and evidence	HP outcomes and evidence
Low recognition and reward	This is addressed in the Pulse survey. The question asked if the worker is satisfied with the overall quality of their working life.	Policies and Procedures module. Leaders have access to the analytic dashboard so they can manage poor workplace relationships. Leaders and HR can check the mood of workers through the Pulse Survey.	When workers have the opportunity to notify their managers about their overall satisfaction workplace culture is strengthened.
Poor organisational justice	Through undertaking the policies and procedures modules organisational justice and employees' sense of fairness at work is addressed. The Pulse survey offered an opportunity for workers to show their satisfaction with their organisation's overall justice.	Supporting supervisors in understanding the role of workplace culture and staff satisfaction.	Building health policies is crucial in addressing low role clarity.
Poor environmental conditions	Topics covered with supervisors recruiting for a diverse workforce and removing bias from processes.	The whole project focused on ways to improve the culture of organisations through the embedding of diversity and inclusion to improve mental health and wellbeing.	Good environmental conditions meet all the Health Promotion objectives.: Creating a supportive environment Development of personal skills Strength community action Build health public policy
Remote or isolated work	During Covid, the automotive industry locked down. It was an issue for this project and the industry itself.	After lockdown all leaders were met face to face to cement relationships	These meetings strengthen community action
Violent or traumatic events	Potential bullying recognised at a participating organisation. Handled through the appropriate policy and procedure	Policy and procedure in place and communicated to all staff. Enabled quick resolution to the issue as all parties were reminded of acceptable behaviour.	Strong policies and procedures, communicated to all staff create supportive environments where issues can be resolved.

KEY EVALUATION QUESTIONS **LEADERSHIP**

TO WHAT EXTENT HAS THE PROJECT FOSTERED AND SUPPORTED LEADERS TO CHAMPION MENTAL HEALTH & WELLBEING INITIATIVES? PLEASE PROVIDE EXAMPLES OF THE CHANGES LED BY LEADERSHIP.

The project focused on developing leadership qualities in participants through training and mentoring. The training strategies for leaders provided workplace leaders in the automotive industry an understanding of leading through change. This was crucial through COVID and the aftermath where the automotive industry fell on turbulent times, with a downturn in demand, lack of parts and a whole new way Melbournians spent their time and money. The training focused on the change management process and the ways managers could lead through upheaval and stress.

In the Mental Health and Wellbeing module leaders were provided with the knowledge and skills to be able to identify poor mental health. Leaders were equipped with resources to identify the different areas that can negatively or positively impact employees' mental health, and how to have a conversation with employees that promote a mentally healthy workplace culture. This leadership knowledge helped automotive organisations recover from COVID and enter into the next stage of organisational growth. The ethos of the project was aimed at providing all supervisors with leadership competencies.

KEY EVALUATION QUESTIONS **ENCOURAGING INNOVATION**

HOW DID THE PROJECT TRIAL NEW WAYS OF WORKING TO SOLVE PROBLEMS?

The impact of COVID-19 has encouraged new learnings and adaptability due to the regular review of the risk management plan and adaption of flexible delivery models to comply with changing government guidelines and company policy reviews.

Planned round tables with industry were facilitated online, utilising video conferencing systems to foster group cohesion and shared understanding of the project.

Project Steering Committee meetings also transitioned online and in doing so participants from different geographical areas of Victoria who may not normally have been able to attend due to travel restrictions, were able to participate.

Due to COVID and the inability of Workplace Diversity Officers to visit and train face to face the project had to evolve. The Learning Management System evolved to become a sophisticated training platform, meeting the different needs of the participating workplaces.

The introduction of QR codes to capture pulse surveys allowed workers to demonstrate their opinions and allowed TWA to analyse and track the mental health of participants.





KEY EVALUATION QUESTIONS **SUSTAINABILITY**

TO WHAT EXTENT WAS THE PROJECT ABLE TO INVOLVE PARTNERS IN THE PROGRAM DEVELOPMENT AND DELIVERY? REFLECT ON THE RESULTS OF YOUR SOCIAL NETWORK ANALYSIS (SNA), VICHEALTH PARTNERSHIP ANALYSIS, BUY-IN FROM PARTNERS, AND PARTNERSHIP MEETINGS.

1. Did the WDP project develop healthy and trusting relationships with partners?
2. Did the SNA meet its objective?

The aim of the SNA was to capture information on our networks who were involved in various forms with the WorkWell WDP Project – as a partner participating in our round table discussions, promoting our Project to their networks, providing contacts within the automotive industry, Steering Committee members/organisations, participating project partners and the like.

Our objective was to capture information on key contacts within said organisations and the position they occupied, and how the relationships developed and evolved over time. In addition, we also wanted to capture information on how these key relationships formed over time – building of trust, communication, formality, exchanging of information, sharing of resources, working together to achieve a common purpose, sharing of control over programs and activities, as well as how communication and engagement increased and evolved over time (utilising Himmelman’s continuum methodology).

Social Network Analysis (SNA)

Targets

One of the targets in relation to developing our partnerships over time was to move from interacting at executive level through to management level. We would need to ensure commitment and engagement with the project in the first instance from “top down”, but then the relationship needed to transfer from the executive level through to management to effectively engage with our target group – frontline managers and supervisors (and in our work with management, engage with frontline staff).

Another target was to ensure that the relationships moved and evolved with the phases of the project. For instance, initial engagement with industry groups to participate as Steering Committee members, assist with finding key contacts for onboarding as well as participation in the round table events involved a high level of networking interaction across a range of hierarchical roles. Then forming a relationship with participating project partners at executive level (high level of formality, high level of engagement and communication, creating a common purpose and shared vision), then establishing relationships with frontline managers (lower level of formality, erratic communication and various levels of engagement) and over time creating regular interaction, online meetings and phone calls, higher levels of trust developed in knowing that they were committed to regular participation and implementing effective training and change management.



KEY EVALUATION QUESTIONS SUSTAINABILITY (CONT')

One of the objectives of the Workwell WDP was to formulate a framework of coaching, training and assessment using online systems as well as face to face interaction. This would allow our team to structure the delivery of all facets of the project, ie: module delivery consistency, timeline of delivery, receipt of pulse surveys and overall completion of the Project. Therefore, our target was to maintain a coordination relationship with our participating project partners (ie: not sharing control over the delivery of the project).

Outcomes

Developing partnerships from executive to management level outcomes varied:

While sometimes at executive level there was a high level of enthusiasm and shared vision, frontline managers were not committed to communicating or engaging. Some organisations opted to continue communication and engagement at executive level (through HR) in collaboration with frontline managers.

Relationships evolution over time outcomes were much more in alignment with our target – our relationships, communication and engagement, with different partners evolved along the project timeline. In spite of a few sites electing to not complete the Project, many frontline managers were able to establish regular communication and engagement with our WDO's, which was a positive and unexpected outcome.

WITHIN THE PROJECT PERIOD, WHAT FACTORS CONTRIBUTED TO OR PREVENTED ONGOING BENEFITS FROM THE PROJECT?

1. Was the framework too inflexible?
2. How did TWA solve this issue?

Our framework target required more flexibility to meet the needs of our partners, and overall, the industry. Whilst this worked for some of our organisations, some needed flexibility in delivery, such as moving the content to a SCORM package, combining modules to allow for fast-tracking as well as working with HR teams to restructure some of the training resources to suit the audience. This resulted in our developing cooperative relationships with some of the organisations

REFLECTING ON THE PROJECT OVERALL, WHICH ASPECTS OF THE PROJECT WILL BE CONTINUED BEYOND THE WORKWELL FUNDING PERIOD?

1. Will the Workplace Diversity Project continue?

While the WDP will continue, it will not continue in its current form, making amendments accordingly to enhance the program for example: Adapting the WDP specifically for the construction and infrastructure industry – Workplace Readiness Project, which incorporates getting ready for the BEP, GEAP development, but also ensuring that the sites are ready for greater gender representation.

KEY EVALUATION QUESTIONS SUSTAINABILITY (CONT')

IS THERE AN OPPORTUNITY FOR THE PROJECT TO BE UP-SCALED WITHIN YOUR TARGET INDUSTRY, OR REPLICATED IN OTHER INDUSTRIES?

1. Can your project be replicated in other industries?
2. Is there still a need for Diversity and Inclusion training in the Automotive industry?

The Workplace Diversity project is needed in many sectors where there is little diversity. There is a gender policy in construction but there is still some way to go in making change as very few women are employed in this area.

The Workplace Diversity Project can be replicated and adapted to such male dominated industries that reflect little diversity, as well as continue this training within the automotive industry.

KEY EVALUATION QUESTIONS KNOWLEDGE TRANSLATION

WHAT KNOWLEDGE TRANSLATION STRATEGIES WERE EFFECTIVE IN SHARING YOUR LEARNINGS?

TWA had five key areas for delivery in knowledge translation, including:

Industry and the wider community have a clear understanding of the barriers employers and employees are facing in relation to psychological hazards in the automotive industry.

This area forms part of our further knowledge transfer.

Employers and managers/supervisors have a clear understanding to implement and coach staff to embrace change in the workplace.

This was positively implemented through the delivery of our structured coaching and training. Through coaching, training, and the provision of resources, we were able to work with each frontline manager to introduce them to the ADKAR change management model, how this can be implemented specifically for their work team, and how to engage with their teams in order to not only understand the changes but embrace them. In addition, our team implemented Supervisor Mentoring Sessions (SMSs) which were online monthly mentoring sessions for all frontline managers to participate in, allowing us to further support them in developing skills in change management and working on specific challenges and issues in change implementation within their workplace.





KEY EVALUATION QUESTIONS KNOWLEDGE TRANSLATION (CONT')

Workplaces have a clear understanding the benefits of diversity in the workplace.

Our coaching and training materials provided well rounded information on how diversity can bring many benefits to the workplace, and overall, the organisation – innovation, productivity, etc. We specifically developed a diversity module to assist frontline managers (and through them, frontline staff) to help them understand what diversity is, its benefits, the barriers to creating diverse workplaces, and how to overcome these barriers (through industry research, HR techniques and implementing findings from round table feedback from industry members). Our team also incorporated the module of inclusion, and its necessity in ensuring that diverse team members feel included and welcome in the workplace.

WHAT KNOWLEDGE TRANSLATION STRATEGIES WERE EFFECTIVE IN SHARING YOUR LEARNINGS? REFER BACK TO YOUR KNOWLEDGE TRANSLATION PLAN.

Workplaces have a clear understanding of what unconscious bias is, how it impacts psychological safety and how to overcome it.

Our coaching and training materials provided well rounded information on how unconscious bias can bring about barriers in creating a truly diverse, inclusive and mentally healthy working environment. This also formed part of our research findings in our white paper, as well as recommendations on overcoming unconscious bias.

Workplaces have a clear understanding of how to implementation updated workplace processes and practices to increase diversity and mitigate psychological hazards.

Our coaching and training materials provided well rounded information on how effective processes and practices can mitigate poor mental health and wellbeing for frontline workers. We developed a specific module around Policies and Procedures to enhance the understanding of frontline supervisors/managers (and therefore, frontline workers) of the importance in understanding why these have been developed We also created an additional module which encouraged frontline managers/supervisors to create meaning around the policies and processes, and to collaborate with their teams to create specific, plain language statements that the staff agreed to and would hold themselves and other team members accountable to.

WHAT FURTHER KNOWLEDGE TRANSLATION HAS BEEN PLANNED BEYOND THE COMPLETION OF THE PROJECT? PLEASE DETAIL HOW YOU INTEND TO SUSTAIN KNOWLEDGE TRANSLATION.

Further knowledge transfer to the industry and community is created through the provision of our “Lifting the Bonnet on barriers to diversity and inclusion in the automotive industry” white paper. This was shared with our industry partners and online audiences at release, and continues to form part of our research papers available to the public via our website.



KEY EVALUATION QUESTIONS KNOWLEDGE TRANSLATION (CONT')

In addition, our team developed a range of articles and posts discussing each Work-Related Factor (WRF), to create awareness of their effect on the mental health and wellbeing of frontline auto workers, as well as prevention methods to combat these risks. Through our discussions with frontline managers on current issues facing them and their teams, our WDO's developed a series of articles and shared them with our online audiences and subscribers to further shed light on the barriers and issues in creating diverse, inclusive environments, and how to overcome these challenges. These articles continue to be featured in our website for the public to access.

REFLECTING ON YOUR PROJECT, WHAT WOULD YOU CHANGE OR DO DIFFERENTLY AND WHY?

If we had the luxury of a crystal ball, we might have not attempted to start the project in the middle of a pandemic. On reflection, we might have attempted to collect data on absenteeism, resignations, and WorkSafe claims

PLEASE SHARE THE DETAIL OF ANY UN-INTENDED OUTCOMES (POSITIVE OR NEGATIVE) FOR YOUR PROJECT.

During the final evaluation interviews with selected automotive organisations, there was an overwhelming view that there should be a continuation of the project beyond the funding period. Employers and project partners will refer other organisations to become involved with the program.

WORKWELL IS ALWAYS LOOKING FOR WAYS TO IMPROVE OUR PROGRAMS. DO YOU HAVE ANY OTHER COMMENTS ABOUT THE SUPPORT YOU HAVE RECEIVED FROM WORKWELL AND WORKWELL'S PROCESSES? HOW DID THIS IMPACT YOUR PROJECT?

WorkWell has always been supportive and available for consultation. The WorkWell team were very organised from the start, outcomes and requirements were clear, yet they still managed to be flexible. We hope the partnership between TWA and WorkWell is ongoing.

CONCLUSION

Despite issues at the beginning, the Workplace Diversity Project in the Automotive Industry was successful in improving the working lives of young people and front-line workers. In participating organisations a more mentally healthy, diverse and inclusive workplace cultures were developed. As gleaned from the data, there was a 10% increase in mental wellbeing of in the workplace, there was improved and strengthen policies and procedures and there were clearly communicated mental health support services structures in place to support supervisors and workers.

TWA's initial premise that a diverse and inclusive workplace improves the mental health of workers has been established.

Partnering organisations demonstrated a more inclusive culture, increased employment of women and improved mental health knowledge and strategies to look after employees. Managers and supervisors, who undertook the training have become change leaders in their industry and now drive the initiative.

In the future TWA is interested in undertaking the Workplace Diversity Project with other industry sectors, such as construction and forestry. Also, in developing projects that put a gender lens over mental health and wellbeing strategies to improve the culture of workplaces. The knowledge gained will be used in taking the Workplace Diversity Project to other industries and other states.

Good mental health supports people to thrive in their life, work and relationships with others.

